

Summerhill Academy pupil premium strategy statement



1. Summary information					
School	Summerhill Academy				
Academic Year	2018/19	Total PP budget	185,000	Date of most recent PP Review	NA
Total number of pupils	Approx. 345	Number of pupils eligible for PP	109	Date for next internal review of this strategy	4 th March 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving age related standard in reading, writing and maths	40%	60%
Average progress in reading	-3.89	0.33
Average progress in writing	-2.92	0.12
Average progress in maths	-2.74	0.24

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Reading Fluency
B.	Writing Accuracy
C.	Some children have been emotionally thrown off track, either temporarily or over longer periods. As a result, their behaviour signals needs that require targeted strategies and activities to help them re-engage.
D.	Mathematical fluency
External barriers	
E.	Attendance rates for pupils eligible for PP are 95.4% (below the target for all children of 96%). This reduces their school hours and has an impact on their outcomes as a result

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Improved reading speeds for pupils in year 5, measured by reading accuracy and fluency rates that are at an age appropriate level.	All pupils eligible for PP in year 5 to have reading accuracy and fluency rates that are at an age appropriate level
B.	Greater proportion of children eligible for PP keeping up with their peers and demonstrating age related expectations.	Greater proportion of PP children achieving ARE.
C.	Greater proportion of children accessing SEMH support achieving at ARE	
D.	Greater proportions of children eligible for PP keeping up with their peers and accessing age related material.	
E.	Attendance that is at least as good as the average for more advantaged peers.	

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Overwhelming number of pupils achieving in line with national expectations	Consistency of intent, implementation and impact. £2600	Feedback is information given to the teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the teacher's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals. Feedback studies tend to show very high effects on learning.	Consistent scrutiny of planning and books and the impact on teaching/learning.	MR	Termly
Overwhelming number of pupils achieving in line with national expectations	Consistency of intent, implementation and impact. £2600	Feedback is information given to the teacher about the learner's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the teacher's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation, or them as individuals. Feedback studies tend to show very high effects on learning.	Consistent scrutiny of planning and books and the impact on teaching/learning.	DS	Termly
Total budgeted cost					£5,200
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Overwhelming number of pupils achieving in line with national expectations	1:1 reading support TA support – 16 hours per week £10000	Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.	Regular assessments to monitor impact. Effective line management	English lead – DS Inclusion manager - TR	T4 and T6
Overwhelming number of pupils achieving in line with national expectations	Year group targeted support £21,000	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–	Effective line management, reviews of pupil progress	TR	Ongoing
Support children with social, emotional and mental health difficulties	Thrive £38,500	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community EEF data suggest that likely gains of +4 months additional progress	Effective line management, reviews of pupil progress	Inclusion Manager - TR	Ongoing

<p>Support children with social, emotional and mental health difficulties</p>	<p>Thrive training for EM, KM, AT, KC. £6000</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>Effective line management.</p>		
<p>Support children with social, emotional and mental health difficulties</p>	<p>Learning mentor - KM £12,300</p>	<p>A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>Effective line management, reviews of pupil progress</p>	<p>RC</p>	<p>Ongoing</p>

Ensuring those working at an earlier stage receive intervention to close gap on their peers	Teaching assistants to support delivery of English and Maths in morning £21,000	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	Effective line management, reviews of pupil progress	Inclusion Manager - TR	Ongoing
Total budgeted cost					£109,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance so in line with national expectations	Family Support Worker £33,500 EWO £750 £34,250	Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.	Effective line management, termly 1:1, weekly monitoring of whole school attendance	FSW - LD	T2, T4 and T6
Support children with social, emotional and mental health difficulties	Academy contribution for Nest alternative provision and out-reach work £18,000	Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses based on randomised controlled studies of interventions in schools. The Thrive Approach draws on insights from these fields to provide a powerful way of working with children and young people that supports optimal social and emotional development.		Inclusion Manager - TR	T6
Support children with social, emotional and mental health difficulties	SEMH trained welfare first aider £9500	A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning. Many schools take the view that good behaviour is a pre-requisite for learning, and that disruptive behaviour also distracts other pupils and negatively impacts on their learning.			

Enhance pupil experience	Implement programme of clubs, school trip attendance & transport £8,000	After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular. Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.	Review % of PP pupils attending	KM	T2, T4 and T6
Well-being of staff working with vulnerable learners	Supporting those working with vulnerable children to access advice, support and supervision £5,400	Children will benefit if those working with them have access to good quality advice and support through e.g. educational psychologist or behaviour experts. Additionally children will benefit if those working with challenging cases are supported to be well through access to high quality supervision.	Effective line management, reviews of advice given and secure action planning	Inclusion Manager - TR	Ongoing
Total budgeted cost					£75,150